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MISSING



CATTLE RETURNING FROM WORK.

—From a Painting by Constant Troyon.

The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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If you have changed your school write at once and give the new address so that the REVIEW may reach you regularly and directly.

In August the REVIEW asked for a few numbers of the early years of its existence. We thank those subscribers who answered the call. The offer is now withdrawn, as no others are needed.

The Nova Scotia government recently sent two commissioners, Professor Howard Murray of Dalhousie University, and Supervisor W. F. Kempton of Yarmouth, to make a thorough inquiry into the school books and mode of distribution in New Brunswick, where the outlet is through special agents appointed by government, and in Ontario,

where the Eaton Company of Toronto have the distribution of some of the books. Their report will be looked for with much interest. There is a general feeling that school books should be sold as low as possible and that the sale should be in the hands of legitimate dealers.

The Royal Commission on Industrial Education made the tour of the Maritime Provinces in August. A widespread interest was created, stimulating inquiry into and discussion of existing conditions in educational systems. Nova Scotia has the lead in establishing an excellent course in technical and agricultural training, and it is to be hoped the other provinces may be led by the visit of the Commission to adopt a similar progressive policy.

Dr. James W. Robertson in the course of the inquiry of the Educational Commission in St. John, spoke of the great value that the EDUCATIONAL REVIEW had been to him in seconding his work in agricultural education in these provinces.

The sudden death of Dr. Herbert C. Creed, of Fredericton, August 31, was heard with keen regret. Dr. Creed had been in poor health for some years which led to his retirement a little more than a year ago from the Normal School where he had been teacher of English. He was born in Halifax, N. S., was a graduate of Acadia, and honoured with the degree of Litt. D. from that institution a few years since. He was an accurate and critical student, a conscientious teacher and held in deserved estimation by a wide circle of friends.

The REVIEW takes pleasure in acknowledging the receipt of the handsome catalogue of the St. John Business College, conducted for so many years by Messrs. S. Kerr & Son. The record of this excellent business school, whose graduates are filling positions of honor and trust throughout Canada and elsewhere, must be a source of pride to the principal and staff whose painstaking care, personal interest in their students and accurate work has won for them the confidence of business men.

To Young Teachers.

Many teachers make mistakes which a little thoughtfulness and common sense would lead them to avoid. Is it not possible to cultivate common sense which is said to be the knack of seeing things as they are and doing things as they ought to be done? It is one of the greatest helps of a good teacher.

It shows a lack of common sense to make arbitrary rules, without thinking whether they can be enforced, or whether their enforcement would not be a hardship to the school and the community. Common sense leads a teacher to avoid difficulties with children and their parents; to avoid inflicting a punishment and then compromising herself by withdrawing it; to distinguish between boyish thoughtlessness or giddiness and open rebellion.

A real desire to help boys and girls and improve the life of the community will guide the young teacher in all her methods, and enable her to give the best that is in her to uplift them. To do this she must have that order in the school which means the opportunity for doing the most effective work. She must have her work so planned that she will not lose her head. Composure counts much for her. A nervous teacher makes a nervous school. Good health, good hours, plenty of refreshing sleep, the cultivation of a calm exterior are the best antidotes against nervousness.

When a teacher is heard to declare she has the poorest or the worst school in the world, it follows that she is a poor teacher. One of the greatest misfortunes that can happen to a child is to be shut up for six hours a day with a sour, fault-finding teacher. But fortunately there are few of these. The charm of nearly every young teacher is that he or she is healthy, buoyant, hopeful and has sympathy with children.

Teachers should keep their knowledge fresh by study, and seek to make that knowledge interesting to the child by the most simple illustrations. Then the scholars will look forward eagerly to every recitation. The discipline in such a school will take care of itself. Some of the best illustrations will come to a teacher in her roadside walks among trees, flowers and birds, or when the crisp air of autumn or winter brings a glow to the cheek and brightness to the eye.

A pleasing voice, freshness and vivacity will work wonders in any school. Neat and attractive

attire, an engaging personality, a natural manner—all these have a charm for children. The wise teacher will do her utmost to cultivate them.

Are There Too Many Subjects?

There are teachers who complain that there are too many subjects in the course of instruction in our schools. But the experience of our best teachers points out that certain useful subjects can be so correlated or connected with those already on the curriculum as to produce the best results and which may encourage others to make use of the opportunities presented to them by their daily observation and study.

There is the subject of domestic science, which is not taught in rural schools, where it is most needed, partly because the parents object on the ground that the mothers can teach their daughters how to cook, and because the equipment is too expensive. But hundreds of mothers have not the time nor the domestic science spirit, and besides have not themselves received the instruction. As to the equipment, the simpler and less expensive it is the better, provided that the children themselves and their parents are sufficiently interested to provide it. Boys can make a cupboard, the girls a curtain to hang before it. A few utensils may be procured from the homes. Each child brings a plate, cup, knife, fork, spoon and napkin, and the equipment is complete. Materials may be brought from homes and a mid-day lunch prepared, and all can be done before school begins or at noon, without encroaching on the regular hours of school work. Further, habits of neatness and order and lessons in table manners may be taught. We hear some teachers say "I will try it." Others see the difficulties and will not try. But what are we here for if it is not to overcome difficulties. And teachers have more ingenuity and perseverance than most people.

But domestic science does not mean cooking alone. It includes economy in living, decoration of the home and school, care of the sick, care of children, prevention of disease, general cleanliness and sanitation, a study of chemistry as applied to the preparation of food, the study of foods as to choice, care and value in regard to limited incomes, the manner of serving, and digestion. What a chance there is here for correlation in increasing the value of the health lessons, physiology, nature-

study and other subjects of the course! Alert, tactful and energetic teachers will here see the opportunity to make themselves invaluable to the community. But the co-operation and sympathy of the home must first be secured.

Again, suppose it is insect life against which the farmer has to wage an unceasing warfare. The teacher need not open a "class in entomology." There is the nature-study class. If there is no such class it can be taught in connection with physiology or geography or "common things." Do teachers realize what an immense amount of labor and money is required in this country to keep destructive insects in check and how necessary it is that birds should be protected to help in this warfare? Do they realize that were it not for the birds and other enemies of insects they would increase so enormously as to destroy all vegetation and consequently our food. Yet this subject is sadly neglected in our rural schools chiefly for the want of particular knowledge on the part of teachers.

Dr. C. Gordon Hewitt, Dominion Entomologist at Ottawa, has written a very suggestive article along this line from which the following is quoted:

It can also be shown how insects affect commerce, prevent the colonization of countries, how they influence health, and how they may be responsible for the downfall of a people. No other group of animals bears so serious and important a relation to man himself, and any instruction, therefore, on insect life in which consideration is not given to these practical aspects of the question is as incomplete as a human being devoid of hands.

We hope rural teachers will help to arouse greater attention to this subject and to give as much time to its study as they can. The Experimental Farm at Ottawa, the authorities at Washington are constantly sending out *free* information and circulars invaluable to teachers. Thousands of these circulars are in farmers' houses throughout the country, lying useless, the most of them, for lack of study and discussion.

Let the teachers unearth these dust-covered pamphlets and make their contents useful to the school and the community.

The right view of this salary question is not to ascertain how little we can pay and keep the teacher from want, but rather how much we can pay to the devoted teacher to keep her comfortable and happy and free from care that kills the power to inspire.—
Supt. E. M. VanCleve, Ohio.

N. S. Provincial Educational Association.

DISCUSSION OF THE REVISED COURSE OF STUDY.

On taking the chair at the meeting of the N. S. Educational Association at Truro on Wednesday morning, 31st August, Supt. A. H. MacKay welcomed the large audience. The programme before the meeting, on which he expected the fullest discussion and criticism, was the revised course of study for the common schools. A criticism of the gentler sort, of a suggestive character, would be welcomed by the committee who had spent much time upon the work. Dr. MacKay outlined the features of the course, laying special emphasis on the thoroughness which should characterize the teaching of English, writing and arithmetic.

During the convention Dr. W. S. Carter, Chief Superintendent of Education for New Brunswick, made an excellent impression on the audience by his practical and helpful addresses, in which he spoke of educational conditions in the two provinces. Dr. Carter was made an honorary member of the Association, a compliment which he acknowledged in fitting terms.

Printed copies of the revised course were placed in the hands of the members, and the Association entered upon the business of discussing its provisions which occupied the greater part of three days. The course as submitted for approval was the work of a committee appointed several years ago to act with the Superintendent. The committee after frequent meetings to agree upon the general outline and content of the course appointed sub-committees for special divisions.

Principal Soloan of the Normal college was the general chairman. His introduction to the report is a model for its clear expression and broad educational thought. He asked for the results of experience and observation on the part of the teachers rather than following the letter of the course too rigidly. He urged the members of the Association to put their best thought into the discussion.

Many profitable suggestions were made, by teachers and members of the committee. Mr. W. A. Creelman was chairman of the sub-committee on English, history and geography, and the amount of attention given to this part of the report and to reading (prepared by Dr. Soloan) showed an appreciation of the valuable work done by the committee.

The discussion on the methods of learning to read

were very pointed and clear. Inspector Macdonald held that learning the letters hindered rather than helped the child. He instanced the word c-a-t the letters of which have no connection with the sounds.

Dr. Calkin adduced numerous instances to show that the phonic method gave the child power to read for himself by finding out new words.

Principal Soloan said the phonic method produced a clearer articulation and enunciation, and it made the child a discoverer in the paths of language and literature.

Inspector Campbell would never begin by teaching the letters of the alphabet. In reference to supplementary reading he thought the child should have three or four books to read in addition to the prescribed primary text. This was very generally endorsed.

Miss Masters, Brookfield, thought that language should be taught through the reading lessons.

Principal Marshall, Dr. Carter, Principal O'Hearn, Inspector MacIntosh and others followed in the discussion which was continued in the second day's proceedings when the report was adopted.

On the evening of August 31st Principal Cumming of the Agricultural College gave an admirable address on the teacher's opportunities to help boys and girls secure a training that would fit them for life. "Principal Cumming" said Dr. MacKay in introducing him "is the right man in the right place." He is certainly doing great things for agriculture and natural science in Nova Scotia.

The most of Wednesday evening was devoted to the Report of the Teachers' Union, President Creelman presiding. The secretary, Principal Smith, gave a detailed statement of the work of the last two years. It was made clear that several teachers had been relieved from embarrassing situations and that the moral influence exerted by the Union had prevented many irate parents from precipitate action against teachers.

In an admirable address President Creelman asked the teachers to act together in preventing underbidding and in securing reasonable salaries. Much enthusiasm was evoked and there were many additions to the membership, several of them being life members.

After the adoption of the Reading and English Language Section of the course, the history and geography portion was taken up. Dr. Calkin read a valuable paper on geography, and after some dis-

ussion the report was adopted. That on Arithmetic, of which Principal G. K. Butler was chairman, was referred back to the committee for further elaboration, the material being considered too brief.

Dr. A. H. MacKay, whom Dr. Carter aptly termed the "Nestor" of Canadian superintendents of education, was appointed the delegate of the Association to bring the matter of a uniform and low-priced series of text-books before the next meeting of the Dominion Educational Association, to meet next year in Montreal.

Five speakers held the attention for more than two hours on Thursday evening of the large audience gathered in the assembly hall of the Normal college, where all the sessions of the Association were held—Principal Sexton, Mrs. Stead, Capt. Borden, Dr. Blackadar and Dr. Hay.

Principal Sexton of the Technical College, Halifax, spoke of the Vitalization of the Public Schools. In a clear, graphic and happy way he traced the growth of education in the United States and Nova Scotia, and illustrated how schools, teachers and text-books may be fitted more closely into the industrial life of the country. Mrs. Stead, of Halifax, in her address on Musical Training gave an admirable illustration in her own clear and well modulated voice of some happy results of that training. Capt. A. H. Borden, of Halifax, our leader of physical training in schools, dwelt on its excellent effects in giving a proper poise to the physical bearing and character of our boys and girls. He won the hearty applause of the majority of his audience by declaring that women could learn the practice of physical training quite as readily as men. Dr. Blackadar claimed that character was the all important product of the schools and urged that religion should be taught. Dr. G. U. Hay referred to the happy results that must follow from the wise expenditure of money by the Nova Scotia government to stimulate technical and agricultural education.

During the last day's session Principals McKittrick and Lay were unanimously re-appointed to the Advisory Board.

Dr. Calkin, ex-principal of the Normal college, who had been a member of the Association for fifty years, was appointed an honorary member, for which he returned suitable thanks.

The nature-study course was discussed by Prof. Shaw, Dr. Calkin and Dr. Soloan, who strongly

favoured the doing of real things. On recommendation of Inspector Macdonald it was agreed that a natural history chart, suited to each section, should be placed in each school.

Rev. Mr. Lawson, chairman of the Temperance Association of North America gave an interesting address on temperance teaching in the schools. Mrs. Stead, of Halifax, supplemented her paper on voice culture by a very interesting address. She was ably supported by Principal Soloan in support of more attention to this subject. The completion of the elementary course of study was then passed over to a committee of five to be completed—the committee to be nominated by the Superintendent of Education.

Arithmetical Teaching.

The aim in arithmetical teaching is threefold: Accuracy in reading, writing, adding, subtracting, multiplying and dividing numbers; accuracy in remembering the chief tables of measure, volume, weight and value, and such other data as will enable one to work intelligently without carrying a pocket manual; second, rapidity in work, or at least a fair degree or rapidity. It is on this point—accurate, exact work that the teacher should insist. The third step is to think a solution to a problem through to the end before beginning to work at it. Skill in discovering the best solution to problems is no ordinary accomplishment.

To strengthen the pupils in the fundamental processes they should be given for a few minutes each day, well selected exercises. The results will be astonishing. Children like to work at problems that cause them to do solid thinking.

My experience is that all pupils good in mental arithmetic succeed well in the common school arithmetic and in all the elementary branches of mathematics, including algebra, geometry, trigonometry, analytic geometry and differential and integral calculus. Furthermore, all the teachers and pedagogical masters who declaim against all kinds of mathematical studies are the very ones who know least about any one branch of mathematics. I found upon inquiry and a careful examination that, not to speak of the boys, but that a majority of the girls in the upper grades of the elementary schools, preferred arithmetic, practical and mental, to any other branch they studied. When questioned as to the reason they replied, I want to know that I am right. The latitude for error is narrowed.—*Supt. Greenwood.*

English Composition in the Higher Grades.

ELEANOR ROBINSON.

Most of the difficulties which confront the teacher of English in the high school arise from lack of systematic instruction and constant practice in the lower grades. If some such plan as has been already outlined in last year's REVIEW has been steadily carried out until the children are thirteen or fourteen years old, the work of the high school teachers on this subject will be made much easier and more effective, than if regular teaching is only then beginning.

We shall consider the composition work in Grades VIII, IX and X. And first, what is our aim? What can we reasonably hope to accomplish?

Is it too much to expect that boys and girls of fifteen and sixteen should be able to express themselves *correctly, clearly, and with some degree of force and of ease on any matter of their own knowledge?*

The terms that I have used for three of the desired qualities, *i. e.* clearness, force, and ease or elegance, are taken from Professor Barrett Wendell's book on English Composition, a book which should be in the hands of every teacher of this subject. I quote the passage in which these terms are defined:

"The undefined impression which any piece of style makes may always be resolved into three parts. In the first place you either understand the piece of style before you, or you do not understand it, or feel more or less in doubt whether you understand it or not.

In the second place, you are either interested, or bored, or left indifferent. Finally you are either pleased or displeased, or doubtful whether you are pleased or not. In short, every piece of style may be said to impress readers in three ways,—intellectually, emotionally, aesthetically; to appeal to their understanding, their feelings, their taste.

Briefly, then, I say that the qualities of style are three—Intellectual, emotional, and aesthetic. It is convenient to name these qualities; the terms I choose are on the whole the best I have found—those which Professor Hill, of Harvard College, uses, is the most sensible treatment of the art of composition* I have yet found in print. To the intellectual quality of style he gives the name "clearness;" to the emotional, "force;" to the aesthetic, "elegance.†"

The Harvard professor, writing for college students, takes for granted, perhaps rashly, the quality which I put first, *i. e.* grammatical and constructional correctness. We cannot afford to do

* The principles of Rhetoric. A. S. Hill. (Harpers.)

† Professor Hill prefers the term "Ease," which he says covers more than "elegance."

this. Correctness and clearness, closely allied qualities appealing to the understanding, are the first essentials, and the only two of which it will be practicable to treat in these short papers. The other two qualities, force, and ease, or elegance, those qualities which appeal to the feelings and to the taste, demand more elaborate treatment. They depend more upon the natural gifts of the student; they are very much more matters of degree; and may be developed further and further after absolute correctness and clearness have been attained. But correctness and clearness must come first. How are they to be taught?

The first questions to decide upon are: What subjects shall we choose to set? and, How shall we set them?

To write with clearness necessitates knowledge of the subject matter. This admission narrows our choice of subjects.

Until some degree of skill and confidence in writing correctly and clearly has been attained, all subjects should be matters of the pupil's own knowledge. His subject matter will be drawn from books (or oral lessons) and from his own observation and experience. Do not set him, *at first*, to hunting up new facts in strange books, or to observing something that he has never noticed before, or to imagining an unknown experience, or to arranging reflections which he has not made on a subject which does not interest him. Let him not be worried about what he shall write, and at the same time about how he shall write it. Rather let him practice writing about what he has already studied in school, or is thoroughly familiar with in his every day life. If he has been studying, *e. g.*, English or Canadian history, and has the defeat of the Spanish Armada, or the voyages of Cartier, at his fingers ends, don't ask him to write on the battle of Marathon or the explorations of the Congo. If he lives in a seaport town, and can tell you all about how an ocean steamship comes to her dock, don't tell him to take for his next composition the points of difference between a frog and a toad. When he cannot write half a page correctly about the last base ball game, or how he went fishing, wait for a while before you ask him to describe his first voyage in an airship. And don't force him to set down a string of platitudes and quotations about the influence of Shakespere, until he can tell you clearly on paper why he liked the last book he read, or why he would "rather go to the circus than read any book."

In other words, *don't attempt to combine the gaining of information, or the analysing of impressions, with the beginnings of learning how to write.*

History and literature will supply plenty of subjects for practice in narration and suggestive or artistic description, while science lessons will furnish material for exact or scientific description and simple explanation.

But none but familiar topics should be set, and no forms but simple narration and description required, until the more glaring mistakes in grammar and construction and the faults of vagueness, ambiguity and obscurity have been largely overcome.

Having thus restricted our choice of subjects, how shall we set them? At first, not only should the material be supplied, but the arrangement and proportion should be indicated. Suppose that after the history of England in the reigns of the first two Georges has been studied, I am setting the class a history composition, I set for a subject "The Jacobite Rebellions."

I say to the class, "In writing an account of any war, five points must be made clear. These are: Who were fighting? Where? When? What were the chief events in the struggle? What was the final result? Or more briefly, Who? Where? When? Why? With what result? (N. B. I use this same analysis, with modifications, for a struggle of any kind, *e. g.*, The Abolition of Slavery, The Passing of the Reform Bill.) To go on with my instructions: "You will find information on all these points about the Jacobite Rebellions on such and such pages of your history. Write one paragraph about the Rebellion of 1715; another, nearly, or about, twice as long on the Rebellion of 1745; not more than a page in all. Write in your own words, not the words of the book, and follow the order that I have given. Begin the second paragraph with a sentence showing its connection with the first." (With a weak class, I should suggest one or two such sentences, *e. g.*, "not discouraged by their failure in 1715, the Jacobites, etc., or, "The rising of 1715 was not the last attempt to restore the Stuarts to the throne.")

I go on: "You will come to-morrow prepared to write this in school from memory;" or, as the case may be, "You will write it at home to-night, using your history and no other books."

I then allow two or three minutes for the class to ask questions, if they want to. These questions may be on the subject matter, or on the form; but

foolish questions, or those that show lack of attention, are sternly discouraged.

Again, suppose we are setting a subject from an oral lesson in literature, where no books are used, *e. g.*, an episode in the series of events leading up to the siege of Troy. "How Aphrodite kept her Promise to Paris."

A detailed analysis of the story would run something like this: Aphrodite has promised Paris the most beautiful woman in the world for his wife. The most beautiful woman is Helen of Greece. Helen has had many suitors, and has chosen Menelaus, King of Sparta, for her husband. The others swear to help Menelaus if anyone tries to take Helen from him.

Paris, by Aphrodite's advice, builds a ship, and goes to visit the Greek Courts. He is royally entertained, and most hospitably of all at the Court of Sparta. During the absence of Menelaus, Paris, by the help of Aphrodite, carries Helen away to Troy.

I put on the board an analysis varying, according to ability of class, from a full one like this to the barest hint for each paragraph. I say: "Write two paragraphs; the first on Helen; the second, a little longer, on the deeds of Paris. You will have twenty minutes for it, and no help but the analysis on the board." Again I allow a minute or two for questions. Any new proper names are always put on the board. I nearly always have this kind of writing done directly after the lesson, while the subject is fresh and the interest awake.

I think that to some of you these methods will sound too simple, perhaps absurdly easy. I can only say that for my own pupils I do not find them so. I think that the danger is rather in the direction of being too ambitious, that is, in design. We are inclined to expect too much, and to insist upon too little. And secondly, it is very easy to elaborate these suggested plans, and to make them as much harder as you choose. But it must be constantly and sternly kept in mind that *the primary object is not to amass information, not to train the memory of the powers of observation, but to learn to write English.*

Exactly when harder subjects should be set, and more original work expected, is, of course, a question for the teacher's discrimination exercised upon each different class.

These more advanced subjects present difficulties of their own, which I shall ask you to consider in another paper.

Geography in Rural Schools.

Continued from August.

Another topic that has its interest is the question of soil motion on hillsides. The movement of fences and stone walls down hill, the tilting of headstones in a cemetery or of the stone facings on sidewalks in some city streets are due to this creeping of the soil. Many of the repairs to fences that a farmer has to make in the spring are due to the movement of the soil, to the thrusting of the frost or in some sections to the glacierlike movement of the snow on hillsides—all topics that appeal to any country boy in regions where they occur.

The problem of drainage also has its geographic side which is interesting and the study of which will be helpful to almost any country bred child. The necessary amount of ground water for crops is a fundamental factor in agriculture and the conserving of this ground water is the essence of tillage, as has already been indicated. Ground water feeds wells and a permanent well must be dug below the permanent level of ground water. Hence the reason for not digging wells on the tops of hills, as a rule. Ground water is lower in the ground in dry seasons than in wet. Hence it is not healthful to sit on the ground when the ground water level is high. . . Drainage does not have to be taken into account only in the question of agriculture; it is, or should be, in all rural regions, considered in reference to the location of buildings and wells. A study of local slopes and soils could readily be made in most rural regions in relation to drainage and water supply. A similar study of the relative locations of houses, stables and barns would be suggestive, helpful and practical in many localities. The necessity of protecting drinking water from contamination is one of the most important problems in many rural regions. It is a problem for the individual usually and many adults are ignorant or careless in reference to the matter. Hence the desirability of showing in geography the relations between hygienic living and the geographic features.

Drainage, however, is not merely a question of movement of surface or ground water. The hilltops in a rugged or rolling region may be more exposed to wind but they are warmer in the winter mornings than the lower valleys, just as they are in the evenings and nights in summer. The coolest air on fair nights is generally to be found in the low regions and hence the disadvantage of locating a home in

the valley. This is not only true in the winter when the lower temperatures are in the valley but also in the summer when the night air is frequently too damp for comfort in valleys, while on the hills it is drier and more pleasant. Houses in deep valleys also have short winter days because the sun in its course is shut out by the surrounding hills. These valley shadows persist so long in the morning and the sunset comes so early in the afternoon that the winter days are more dreary than they would be on the hillsides.

Thus the most favourable position for a home in a rolling or rugged region is on the mid-slopes, protected by the hills from the wind and yet above the cold air of the valley bottoms. On the mid-slopes the cool air is experienced at night but it is not as a rule damp. The best position from the standpoint of geographic location in most of the eastern part of the country is a southwest slope facing the prevailing winds of summer and the strongest sunlight of winter. A good air drainage is as important as a good water drainage in house location, and problems of drainage are profitable phases of geography in rural school work.

Another topic that ought to be included in a course in geography for rural schools is the question of good roads. Good roads are not for the automobilist or the bicyclist or even primarily for him, though the present interest in good roads is to a large extent due to the initial action of rapid-travel enthusiasts. Good roads are for the farmer and for everyone who wishes to travel quickly from home to store, church, grange meeting or the neighbor's. Good roads are economically of great significance as they bring markets nearer to the farmers in time, reduce the cost of transportation of farm products, expedite the delivery of mail, reduce the wear and tear on horses and wagons and help in every way to reduce the isolation of rural life.

Hence children should study about roads, compare good roads with bad roads, learn the necessity of a well rounded road that sheds water and see its advantage over the not uncommon country road where the water after a rain runs in the horse track and where in spring the mud may make it well-nigh impassable. Good roads should be studied as a cause of better social and economic conditions and as an effect of the economic demand for quick transportation of crops to markets. They should be studied further in reference to the available road

material, for in most localities a careful selection and use of the rocks and natural road materials near at hand would insure better roads than now exist. Experiments may be conducted in the school-room to show what kinds of material hold water and what drain readily; what readily pack under travel and what wear out or are easily worn into ruts. Compare the new material freshly put on a road as to fineness, grittiness and general usefulness as a road material with the wornout material to be found beside the road after a season's wear. Then draw conclusions as to the advisability of scraping such second-hand comminuted dust back into the road with any thought of its being useful for road purposes.

. . . The advantage of grass around houses as against a sandy or clay field is a topic that, rightly presented, would give many children an idea as to how to make their homes more inviting and pleasant. Grass ground is cooler than ground with no vegetation covering it, and hence the nearby house is cooler in summer. Also, the rays of heat and light are reflected more or less from bare ground and the house gets both direct and reflected heat. From these two standpoints, as well as from the standpoint of freedom from dust and as being more homelike and attractive, the advantage of grass about a house or school house can well be presented.

The way houses are built to withstand cold or heat, the type of roof used to shed water, the use that is made of local materials in house building, the general direction that cowsheds face in winter, the best situation for hen houses, the direction that rows of vegetables should be planted in the garden to secure the sunlight most evenly, the color and character of clothing used in the several seasons, to say nothing of the ever interesting seasonal games of the boys and girls, are a few among the many topics that may profitably be considered in any rural community.

If the teacher can work out the conditions of soil, rainfall, sunlight, temperature, drainage, etc., that favor the success of any crops or industries particularly important in the locality, another large, vital and valuable field of interesting work can be opened up in which pupils will be intensely interested. Such topics tend to develop local patriotism and the love for the home locality and are well worth cultivating whenever it can be done truth-

fully. The whole field of local customs and habits of seasonal dress, of seasonal variation of occupation and similar topics offer a host of interesting, valuable problems which can not be treated generally because they vary with any given locality.

As has been mentioned above, the study of rural life must be something more than the study of how to get more money out of the farms and local industries. It must be a study of how to get a better living in the broader sense, and the more each of the time-honored subjects can contribute to the development of this viewpoint, the better for the subject and the pupils. Geography is so personal to everyone that hardly a problem in life can be touched without touching the geographic background. If we are to lay the foundation in the elementary schools that will make boys and girls want to stay on the farms, we must not merely try to teach them to make more money, for then they will surely go to the cities. We must teach them the beauties, the wholesomeness and the advantage of rural life, make them acquire a love for the home region and an ability to make life more real, more interesting and more valuable as life, amid rural conditions. To this vast and almost untouched problem geography can contribute many helps and rural bred teachers, with the love for the soil, rightly taught and with a viewpoint that is not urban or ultra academic, can help enormously if they will but see the problems about them which have a basis in real, personal geography.—*Richard E. Dodge.*

"Grant the boy the privilege of having his friends to meals as often as you can conveniently arrange for it," says Christine Terhune Herrick, in *Woman's Home Companion* for September. "Perhaps you are among those fortunate ones who have a large family with a big table where the addition of an extra plate counts for little. If such is the case, your way is simple. Should there be several sons to plan for, consider a system of rotation that each may have his guest in a fair ratio. If your family is small so that it is desirable to have a little notice in advance, before adding another hearty boy's appetite to those you have reckoned for, fix on a certain time when your boy may ask a friend in to dinner or supper. Boys are delightfully uncritical creatures, bless their hearts! Give them a cordial welcome and plenty of food, and they will never miss frills of serving.

Summer School of Science.

The attendance at the Summer School of Science, just closed at Liverpool, N. S., was the second largest in the history of the school. The number enrolled was 271. Measured by the standard of work, however, it was by far the most successful session yet held. Over two hundred teachers worked earnestly seven, eight or even ten hours each day.

The enthusiasm of the students; their healthy attitude towards work; the kindly fellowship everywhere evident; the eagerness with which they endeavored to get all that was offered, made one feel that the outlook for our public schools was not bad after all. Surely two hundred schools will be better taught next year, as a result of this summer's course. It is unfortunate that this better service will not command better salary. The time will surely come, however, when worth will be rewarded.

Literature and Botany, always popular subjects, were the two largest classes. They enrolled about 100 and 130 respectively. Drawing, Geology, Physics and Zoology drew good classes. Dr. Andrews, of Mt. Allison, gave an excellent course in Agriculture. He had an experimental garden in connection with it.

Military drill took all the moments not given to other subjects. Four officers had classes nearly every hour from 7 a. m. to 8 p. m. Practically all who took this course got their Military Drill Diploma.

This year, the school tried a novel plan of learning the attitude of the student-teachers towards the course offered. Each person taking the examinations was asked to write a letter, saying what the school had done for her, and where it could be improved. The answers were certainly encouraging to all concerned.

Not only third class teachers, but graduates of colleges and normal schools were ready to admit that they got helpful hints from every lesson.

In daily conversation, one would hear "I never took Geology before; I think it is great!" "The Physiology is just fine!" "I studied Botany in Grade IX, but did not like it. It is so different here!" "I never liked Literature until I came to Summer School." "I wouldn't have missed this

for anything!" Similar expressions heard everywhere convince one that the school was doing a good work.

The awarding of Scholarships has had a good influence on the character of work done. This year \$230 was divided among sixteen students. Seven won \$20 each, and nine won \$10 each. Besides, \$10 was divided into three prizes for the best letters written about the school and its work. In addition five prizes of books were awarded to those doing best work in literature.

The visit of the Royal Commission on Technical Education, and the address by its President, Dr. Robertson, were of great interest. Dr. A. H. MacKay favored the school with two visits; and on both occasions was ready in his usual way to give sound advice and healthful inspiration to those who heard him. In addition to the regular officers of the school, a number of associate secretaries was appointed for "missionary work." It is their mission to spread the news of the good work of the Summer School among those who are not fortunate enough to know its advantages.

New Brunswick was not strongly represented at this session; but next year that province will doubtless excel all efforts of the past. The fact that the school meets there, together with the fact that each New Brunswick teacher by attending the School two successive years and thereafter maintaining a school garden shall receive an extra annual grant of \$30 makes a large attendance certain. Doubtless, too, the increase in Scholarships that will surely be offered by men of that province will be an additional attraction.

The outlook is bright. The school is better than ever before. Financial aid is already promised to New Brunswick teachers. Nova Scotia will soon fall in line; and Prince Edward Island is too ambitious to be outdone by her sister provinces. The class of student-teachers attending is of the very highest. "The pick of the profession is here." is the way one man stated it at Liverpool. 1911 will see an equally good class ready to do equally good work.—*Com.*

Euclid, who is sometimes called the father of Mathematics taught this subject in the famous school at Alexandria. Being asked one day by the king of Egypt (Ptolemy Soter, whether he could not teach him the science in a shorter way Euclid answered in words that have been memorable ever since, "Sire, there is no royal road to learning." Not many scraps of conversation have lived, as this reply has, for 2,200 years.

Nature Study—September.

LAULA S. SMITH.

The latter part of September and former part of October is the best time of the year for insect study. Here there may be some difficulty arising from the confusion caused by efforts to observe live specimens during the recitation. If handled by little children, they are apt to be crushed or injured, and when allowed to escape create so much disturbance as to retard the progress of the lesson. On the other hand, if a live specimen in a box or bottle be handed around for inspection a great deal of time is consumed in gratifying the curiosity of each one. All are so anxious to see, and so afraid that they will not that they lose sight of everything else. Of course the children could be encouraged to search for and observe them in their natural environment, but there should be some specimens in the school for them to observe at their leisure. During the recitation, blackboard drawings which all may see easily, may be used. Crickets are among the best insects to keep in the school-room for the observation of life habits. Place some earth and sod in the bottom of a large fruit jar, moisten occasionally, and cover the top with mosquito netting. Large and small crickets will live contentedly during the fall by feeding them on bits of fresh apple or clover leaves from time to time.

The following is a simple outline for a teacher to keep in mind during the observation of the habits of insects by the children. Where do they live? How do they protect themselves from the birds and other enemies? Will their colour help hide them, or will it make them more noticeable? How do they move about? Which do they use the more, legs or wings? How fast or how far can they move? How do they get their food and eat it? Do they injure our crops? When are they most active in getting food? How do they breathe? How do they call one another?

The crickets will answer all these questions for the children if they are patiently watched. They are found under stones and boards, often in little depressions in the ground; in the jar they crawl into dark places. Being of a dark color, they easily escape notice, but at a moment's warning are ready to run or leap away. Their wings are not very large because they do not use them as much at

other insects do. They will eat the food given them and show the mouth parts as they use them—lips, jaws, and helping parts. The hind rings of the body will beat as the insects breathe; in fact all the questions that curiosity can ask may be answered.

A hat box with the top and sides replaced by something very thin will make a good insect cage. Contributions to this cage will come in very fast and will comprise crickets, grasshoppers, flies, spiders, caterpillars, bees, so that you will immediately have to set to work to put a few partitions in your cage, otherwise there will be trouble. Discourage the study of any insect at the cost of its life or of giving it pain. Do not pull it to pieces to study its parts.

The Rural Science School held at Truro July 12th to August 12th, 1910.

There were enrolled at the Rural Science School held at the affiliated Normal College and Agricultural College, Truro, N. S., 136 students, of whom one came from Prince Edward Island, three from New Brunswick, and the rest from the Province of Nova Scotia. Of the total number enrolled, eighty-five took classes in connection with the Rural Science Course and the balance took merely the physical drill work. The director of the Rural Science School is M. Cumming, Principal of the Agricultural College, but as his time was, for the most part, occupied, the acting director, Mr. C. L. Moore, M. A., an experienced teacher in the schools of Nova Scotia and now appointed to the chair of biology, Dalhousie College, Halifax, took the leading part in directing proceedings. In addition to these men, the faculty was constituted of members of the Agricultural and Normal College and the Mechanic Science School staffs, assisted by Mr. W. P. Fraser, of the Pictou Academy.

The school was a splendid success. The permanent equipment, such as microscopes, laboratory appliances, etc., made it possible to do very effective work. Moreover, the students took advantage of the opportunity to observe the operations on the College Farm and so came directly in contact with the application of the science which they were studying to the practical affairs of the farm.

Of the total enrolment, some thirty took classes with a view to completing the work required in order to receive the Rural Science Diploma. The

balance took such elective subjects in science as they preferred, having in view solely the idea of self improvement.

The Rural Science Diploma, provided the inspector reports favourably on the work done in schools, entitles the Nova Scotia teacher who holds it to an extra government grant; but the general feeling of the students in attendance was that the conditions, in order to receive this grant, are too rigorous. One of these conditions is that the student must conduct a quarter acre garden, which extent of garden is often a very difficult matter to operate. The feeling was generally expressed, and in this several members of the faculty concurred, that the conditions attaching to the Rural Science Diploma should be somewhat revised. From the standpoint of the agricultural industry of the province, there is no doubt that a teacher holding, for example, a "C" license and a Rural Science Diploma, should be able to make him or herself of more value to rural communities than a teacher with a "B" license and the extra scholarship that implies, but without a knowledge of the rural sciences. The members of the Rural Science School faculty purpose bringing this matter strongly to the attention of the people and the public officials of the province. The writer of this article would much like to see some contributed articles to the columns of the EDUCATIONAL REVIEW upon this question. As Principal of the Agricultural College, the writer is convinced that a great deal more could be done in the rural schools to develop the power of observation and the habit of recording observations which are of inestimable value to those who are engaged in the practice of agriculture.

The Rural Science School is a fixture and will be held from year to year at Truro, during the months of July and August. The interest in Rural Science is growing and the faculty hope to see increasing numbers in attendance and increasing interest as the years go by.

M. C.

Webster's New International Dictionary is the best for schools. In addition to its accurate pronunciations and definitions it answers all kinds of questions and gives information on a variety of topics which could not be found elsewhere except by consulting very many books and authorities. Its front pages contain one of the best short histories of the English language to be found.

For the Little Folk.

For a Little Girl Holding a Pair of Scissors.

Snip, snip, snap,
 Snip, snip, snap,
 We are always up and ready
 With our "Snip, snip, snap!"

We cut the pretty patches
 To piece the pretty quilt;
 Each square the next one matches,
 Their posies never wilt.
 We trim the edges neatly,
 With never a mishap,
 And what music sounds so sweetly
 As our "Snip, snip, snap"?

We cut the dolly's mantle;
 We shape the dolly's dress.
 Oh, half the clever things we do
 You'd never, never guess!
 For food, or sleep, or playtime,
 We do not care a rap,
 But are ready, night and daytime,
 With out "Snip, snip, snap!"

Snip, snip, snap,
 Snip, snip, snap,
 But are ready, night and daytime,
 With our "Snip, snip, snap!"

—Selected.

Little Mr. By-and-By.

Little Mr. By-and-By,
 You will mark him by his cry,
 And the way he loiters when
 Called again and yet again,
 Glum if he must leave his play,
 Though all the time be holiday.

Little Mr. By-and-By,
 Eyes cast down and mouth awry!
 In the mountains of the moon
 He is known as Pretty Soon;
 And he's cousin to Don't Care,
 As no doubt you're well aware.

Little Mr. By-and-By
 Always has a fretful "Why?"
 When he's asked to come or go,
 Like his sister — Susan Slow.
 Hope we'll never — you nor I —
 Be like Mr. By-and-By.

—Clinton Scollard.

President David Starr Jordan of Leland Stanford University, after many years experience, says, "Boys who smoke cigarettes are like wormy apples. They drop long before harvest time. They rarely make failures in after life because they do not have any after life. The boy who begins smoking before his fifteenth year never enters the life of the world. When the other boys are taking hold of the world's work, he is concerned with the sexton and undertaker."

The Elephant and His School.

The great white elephant left the show,
 He said he was too refined;
 The ways of a circus did not suit
 His most superior mind.

"A creature as big and wise as I
 Should be teaching school," said he;
 "And all the animal little folks
 My scholars they shall be."

So into an empty school-house near
 He marshaled them all one day;
 ('Twas in vacation time and so
 The children were all away).

The kittens and puppies, the pigs and geese,
 Were put to work with a will;
 But the squirrel and fox to the platform went
 Because they would not keep still.

And then he began to teach his school
 The various things he knew;
 "There's much not down in the books," said he,
 "That you ought to know how to do."

And first he showed how to flap the ears,
 But their ears were far too small;
 And then he showed how to wave the trunk,
 But they had no trunk at all.

The only thing that he taught his school
 That the scholars accomplished well,
 Was when he called in the peanut man,
 And taught them the nuts to shell.

The elephant soon dismissed his school,
 And packed up his trunk to go;
 "For, after all, my talents," said he,
 "Are best displayed in a show."

—St. Nicholas.

Give me the boy who says
 I will do something well,
 And make the fleeting days
 A story of labor tell.
 Though the aim he has be small,
 It is better than none at all,
 With something to do the whole year through,
 He will not stumble nor fall.

God gave us hands, one left, one right,
 The first to help ourselves, the other
 To stretch abroad in kindly might
 To help along our faithful brother.

"Father," inquired a boy, "what are wrinkles?" "Fret-work, my son, fretwork!" replied paterfamilias, confidently.

Seven Times One.

There's no dew left on the daisies and clover,
There's no rain left in heaven
I've said my "seven times" over and over —
Seven times one are seven.

I am old — so old I can write a letter;
My birthday lessons are done;
The lambs play always — they know no better —
They are only one times one.

O Moon; in the night I have seen you sailing
And shining so round and low;
You were bright — ah, bright! but your light is failing —
You are nothing now but a bow.

You, Moon! have you done something wrong in heaven
That God has hidden your face?
I hope, if you have, you will soon be forgiven,
And shine again in your place.

O, velvet bee! you're a dusty fellow;
You've powdered your legs with gold!
O, brave marshmary-buds, rich and yellow,
Give me your money to hold!

O, columbine! open your folded wrapper,
Where two twin turtle-doves dwell!
O, cuckoo-pint! toll me the purple clapper
That hangs in your clear green bell.

And show me your nest, with the young ones in it;
I will not steal them away;
I am old! you may trust me, linnets, linnets!
I am seven times one today.

—Jean Ingelow.

How Many Hairs on a Rat's Tail?

When Prof. P. G. Holden was a college student he taught a class in summer. The following story from *The World's Work* illustrates how he stimulated his scholars to form a habit of observing:

One day he asked his class, "How many hairs are there on a rat's tail?"

One child said ten, another said fifty, a third said a hundred. No one knew.

"How can you find out?"

"Look in the dictionary," said one.

Finally a boy held up his hand and said, "Teacher, I'll catch a rat and see."

"That's the only way," said Professor Holden.

That night there was a general rat hunt in the Michigan village, and the next day every child shamefacedly reported that there were no hairs on a rat's tail.—*The Young Idea*.

The Schoolmaster's Prayer.

Lord, deliver the laddies before Thee from lying, cheating, cowardice and laziness which are as the devil. Be pleased to put common sense in their hearts, and give them grace to be honest men all the days of their life.—*Ian Maclaren*.

September Nevers.

Never say you hate to come back to school.

Never say how smart your last class was.

Never antagonize any pupil.

Never yawn as though you were tired out before the year's work begins.

Never fret about the year's work. Each day will bring cares enough.

Do not use up all the reserve energy the first week.

Do not sit up late nights.

Never nag any child.

Never fail to get enough outdoor life for your health after a vacation of outdoor life.

Never form prejudices as regards the children or the teachers.

Be positive.

Be helpful to children and other teachers.

Be healthy and hearty.

Be wide awake.

Be courageous.

Be in love with the town, with the school, with the teachers, and with the children.

Praise whatever is deserving.

Speak a good word for the work which the teacher did for the class last year.

Be patient with mischievous boys and giddy girls.—*Modern Methods*.

Tell me all the good you can about the people that you know. Tell me only the good about the people of whom you speak. Tell me the things which will make me think well of people and of life. Tell me the things which will make my sun shine, my heart glad, and my soul to rejoice. Tell me the things which will straighten up my thinking, and give me the right principles of work and of play and of thought. Tell me the things which will make me ashamed of compromise and pretense.—*Edward F. Reimer*.

I care not whether a man is called a tutor, an instructor, or a full professor; nor whether any academic degrees adorn his name; nor how many facts or symbols of facts he has stored away in his brain. If he has these four powers: clear sight, quick imagination, sound reason, and right, strong will, I can call him an educated man, and fit to be a teacher.—*Henry Van Dyke*.

Rhyming Birds.

Complete the following verses by inserting the names of well-known birds.

Now soaring high, while gazing at the sun,
Or perched upon some cliff, with aspect regal,
Far, far above the range of hunter's gun,
What bird is that? The * * * * *

A Bible tale oft runneth in my head,
Which, on my memory deeply graven,
Tells of a prophet who by birds was fed,
What bird was that? The * * * * *

Wise birds are they who to the moon complain,
Of wolf and fox and bears who nightly prow!;
Though rats and mice flee from that bird in vain.
What bird is that? The * * *

Black vest, white coat, with collar buff or yellow;
What bird is this dear scholars? Can you think?
His song is cheery, light and gay, yet mellow.
Sure, 'tis the * * * * *

What bird so dear, we scarce could do without him?
To build his nest, he seizes cord and bobbin.
His whistling notes enchant the air about him.
You can't mistake the * * * * *

—*Woman's Home Companion for September.*

The Review's Question Box.

A. M. H. writes from Hampton, N. B.: The enclosed moss-like excrescence grew on our sweet-brier rosebush. It is very pretty and curious. Would you kindly tell me what it is?

It is a type of what observers may see everywhere on vegetation, especially at this season, not only on rose-bushes but on willows, on the stems of goldenrod, on oaks and on the leaves or stems of nearly all our trees and plants. The history of this formation on the sweet-brier is the history of all, but with countless variations, according to the different structure and habits of insects. An insect lays its eggs upon the succulent leaf or stem. The pulpy matter of the leaf becomes disordered and swollen forming a house for the young insects when hatched. Probably had our correspondent cut into the centre of the mass the larva of the insect would have been discovered secure in its retreat, and not only secure but with abundance of juicy plant food to thrive upon. These homes of insects are some of the wonders of the vegetable world and are a source of unflinching interest to young people. Not only do these galls afford

shelter for countless insects in the "baby" stage, but as they grow they literally eat themselves "out of house and home." The empty shell with a hole, the avenue of the grub's retreat, may often be found later in the season or on next year's dried stem, completing the story.

This specimen of our correspondent, so Dr. C. Gordon Hewitt, the Dominion Entomologist, informs the REVIEW, is one of the moss galls caused by a small hymenopterous insect or gall-wasp belonging to the genus *Rhodites*, and it is not unlikely that this is the gall of the common species — *Rhodites rosae*.

This interesting subject will be treated at length in an illustrated article in a further number of the REVIEW if our correspondents wish it. In the meantime teachers may send us specimens which will be named through the REVIEW by its friends who are anxious to do this service for teachers. And Dr. Hewitt is among the number.

Teaching Children Self-Control.

It was a pleasure to witness, not long ago, in a neighbor's child, the working out of the theory of rewarding goodness instead of punishing badness in children.

Little Margaret, of ten, was a girl of unusual brightness, but her quick, sharp tongue brought her many troubles.

Whippings she accepted as her natural birthright, but they left her no nearer self-control. At last the mother was taken ill, and a nurse of wide experience came into the home. The care of Margaret was one of her duties, and as she watched her day by day she felt a pity for the child.

So the nurse studied Margaret, and she found a point of vantage. Margaret had a wonderful love of stories, and was never so happy as when listening to the recital of one. Here was her chance. A story was promised to Margaret every night at bedtime, provided she had not given way to her temper during the day, and the rule was strictly adhered to. At first, of course, there were many nights of no story-telling. But with the help of the wise nurse little Margaret guarded her tongue more and more, until after a few months she seldom missed a story, and was herself proud of the victory.—*Harper's Bazar.*

The Bloodless Sportsman.

I go a-gunning, but take no gun;
I fish without a pole;
And I bag good game, and catch such fish
As suit a sportsman's soul;
For the choicest game that the forest holds
And the best fish in the brook
Are never brought down with a rifle shot,
And are never caught with a hook.

I bob for fish by the forest brook,
I hunt for game in the trees,
For bigger birds than wing in the air,
Or fish that swim the seas.
A rodless Walton of the brooks,
A bloodless sportsman, I —
I hunt for the thoughts that throng the woods,
The dreams that haunt the sky.

The woods were made for the hunters of dreams,
The brooks for the fishers of song;
To the hunters who hunt for the gunless game
The streams and the woods belong.
There are thoughts that moan from the soul of the pine,
And thoughts in a flower bell curled;
And the thoughts that are blown with the scent of the fern
Are as new and as old as the world.

So, away! for the hunt in the fern-scented wood,
Till the going down of the sun;
There is plenty of game still left in the woods
For the hunter who has no gun.
So, away! for the fish by the moss-bordered brook
That flows through the velvety sod;
There are plenty of fish still left in the streams
For the angler who has no rod.

— Sam Walter Foss.

The Golden Rod.

All hail the lovely golden rod,
The dusty roadside fringing!
Midst grasses tall its gray crests nod,
The world with glory tingeing.

Its fluffy blossoms manifold,
The swampy meadows flecking,
Weave tapestry of cloth of gold,
The fields with splendor decking.

Along the dark old forest's edge
The yellow plumes are streaming,
And through the thick and tangled hedge,
The golden wands are gleaming.

The lakeside slope is all aglow,
Where golden rod is drooping,
Bright mirrored in the depths below,
In many a graceful grouping.

Two Little Birds.

Over my shaded doorway,
Two little brown-winged birds
Have chosen to fashion their dwelling
And utter their loving words.

All day they are coming and going
On errands frequent and fleet,
And warbling over and over,
Sweet, sweet, sweet, O sweet!

What if the sky is clouded?
What if the rain comes down?
They are all dressed to meet it
In waterproof cloaks of brown.

They never mope nor languish,
Nor murmur at storm or heat,
But say, whatever the weather,
Sweetest, sweet, sweet, O sweet!

—Selected.

Exercises in the Meaning of Terms.

For recreation place the following on the board
and have your pupils tell the difference in meaning:

1. Six gallon jars and six-gallon jars.
2. Two spoons full and two spoonfuls.
3. Two inch circles and two-inch circles.
4. Two hundred thousandths and two hundred-thousandths.
5. A paper box and a paper-box.
6. An ice house and an ice-house.
7. A salt seller, a salt cellar, and a salt-cellar.
8. Baby's milk and babies milk.
9. Baby's scream and babies scream.
10. Your fair maid and your fare, maid.
11. You're fair, maid, and your fare made.
12. The spirit's sigh, the spirits' sigh, and the spirits sigh.
13. John having left, Mary cried; and John, having left Mary, cried.
14. The boy's playthings and the boys' playthings.
15. The horses feed, the horses' feed, and the horse's feed.
16. May flower, May flour, and Mayflower.
17. Dislike, despise, detest, abhor, scorn.
18. Pupil, student, scholar.
19. Allow, permit, let, grant, concede.—T. E. Sanders.

Happiness in Teaching.

Happiness comes to the teacher primarily from a love of his work. This is in a large degree measured by his aptitude. One does not love the work for which he has no aptitude, and his love for his work is in direct proportion to his aptitude. If work is healthful for the human being, then work which is loved is more, it is exhilarating, joygiving.

If one loves his work, the execution of it, while it may be often wearisome, becomes never dull. Beneath the exhausting labor is the steady flame of enthusiasm, and the worker moves forward from day to day, sustained and encouraged.

The progress of his pupils is a never-ending source of happiness to the teacher. Day by day he sees the increasing grasp of thought, the awakening interest, the thoughtful self-assurance, the broadening outlook that the pupils are gaining beneath his guidance; and his possibilities of influence lengthen out to coming generations. He feels himself a factor in the universal scheme of life.

In his personal relations with his pupils the teacher finds a simulation of the happiness of family life. His sympathies are enlarged, his conception of youthful needs is brightened, and his resourcefulness is taxed to its utmost to meet the many demands upon it. Physical, intellectual, and even spiritual claims come pressing every day from the company of young people who look to him with assurance. To meet these claims makes a man observant, alert, calm, and adequate. His is the consciousness of a well-rounded human being—a helper in its most complete sense.

His own intellectual progress is a well-spring of joy to the teacher. Contact with intellectual thought in the reading and study necessary to the teacher reacts upon his own mentality, and he becomes more and more an intellectual force, moulding and modifying the thought of those about him. He lives constantly in the rare vital atmosphere of high thought for himself, and intense appreciation for the thoughts of others.

The enjoyment of such happiness is a daily incentive to work. Joy comes each morning, though intense weariness may have preceded it. There are new victories to win to-day; one step more must be taken along the line of advancement; and the happy teacher goes to his task with renewed hope

and courage. Some of the pupils will not respond; but—happy thought!—some will press gladly on, and happiness will go with them.

Happiness is contagious. The happy teacher will have happy pupils who love their work. They will work "for the joy of the working." Tasks accomplished will be the daily incentive, and work happily done will be well done. Progress will be a result and that in itself will in time become the incentive.

The pleasant relations with the teacher will broaden the pupil's sense of appreciation, and his sympathies will be quickened. The intellectuality of the teacher will be marked upon the scholars who come within his range; and all through life the time spent with the teacher happy in his work shall be to the pupil an abiding memory—a sunny spot in life.

We welcome the good teacher, we rejoice in the cheerful teacher, but above them all we honor, revere, and love the happy teacher.—*Journal of Education.*

Systematic work in the teaching of kindness to animals should be done in every school. We do not mean by this that another study should be added to the course, but that a brief time be given regularly to the reading of stories bearing on the subject and to talk about our duties to the animals placed under our care. Boys should be taught that the wanton destruction or maiming of harmless animals not needed for food is a sin, and both boys and girls need many talks concerning the cruel treatment of horses which one sees on streets and roads.—*Pennsylvania School Journal.*

"What is your last name, my boy?" asked the teacher of the new pupil, a frightened-looking youngster of some half-dozen years.

"Tommy."

"Tommy what?"

"Tommy Tompkins."

"Then Tompkins is your last name," turning to his record book.

"No, sir," came the reply, with the air of one accustomed to render literalness to inquiring elders. "I don't think so, sir. Tompkins was my name already when I was born, and aunty says they didn't give me the other for a whole month afterwards."—*Youth's Companion.*

German School Hours.

Our readers will recall letters published, last year, in the REVIEW on certain phases of elementary school education in Germany from the pen of Dr. H. C. Henderson. Dr. Henderson is a New Brunswicker and is on the staff of the Wisconsin State Normal School at Milwaukee. He has spent the past two years chiefly in Germany, taking courses at the Universities and studying the German schools. Dr. and Mrs. Henderson sailed from Naples for New York, July 20. Writing from Jena, June 24, he gives the following interesting notes in a letter, which the editor takes the liberty to publish:

In Berlin, during the winter, I took a number of courses in the University in philosophy and education, and also spent some time in the further visiting of schools. In Leipzig, I considered myself specially fortunate in being able to hear the lectures of Professor Wundt, in psychology. In spite of his seventy-eight years he still is able to lecture with clearness and with considerable vigour. The psychological laboratory, developed from its modest beginnings thirty-five years ago, is splendidly equipped with workrooms and apparatus.

Next to the work with Professor Wundt, my interest in Leipzig centered in that in experimental pedagogy, carried on under the direction of Professor Braben in connection with the city schools. Some very interesting experimental work is being carried on in connection with the problem of fatigue. The Germans are awakening to the fact that their boys and girls are living under high pressure and that nervousness and anæmia are all too common. In this investigation in Leipzig a thorough effort is being made to get at the conditions of fatigue, and to test the school programme in the light of the results obtained. The class recitation periods for all children, young and old, over here are practically the same length—forty-five or fifty minutes—followed in each case, however, by at least a ten minute intermission. In summer the school work begins at seven and usually ends at twelve, except in the higher classes, which frequently have work till one and often in the afternoon as well. Including the two hours' gymnastic instruction, the school programme of the boys in one of the schools I visited in Berlin, reached a total of forty-two hours per week in the highest class! Our boys at home would be apt to rebel at such a programme.

A UNIQUE LESSON.

On Tuesday of this week I had the unique experience of hearing a lesson on the Battle of Jena, with the battlefield itself as the schoolroom. The class was one in Professor Rein's practice school and their teacher of history gave the lesson. In company with Professor Rein and the members of his seminar, I ascended the height back of the town where at the "Napoleon Stein," the point from which Napoleon directed the first stage of the battle, we were joined by the boys and their teachers. The location

of the different divisions of the Russian and French troops was then given and the progress of the battle followed until the final rout of Hohenlohe's forces. At the little village of *Vierzehnheiligen* where the battle raged the most fiercely, there is a monument to commemorate the day—the saddest one perhaps in Prussian history, but the one which, as Bismark said, prepared the way for Sedan and a united Germany. A most interesting sequel to the above mentioned lesson was the conference a few evenings later in one of the restaurants where the work was criticised and discussed.

The Clover.

The clovers have no time for play;
They feed the cows, and make the hay,
And trim the laws, and help the bees,
Until the sun sinks through the trees.

And then they lay aside their cares
And fold their hands to say their prayers,
And drop their tired little heads
And go to sleep in clover beds.

Then when the day dawns clear and blue,
They wake and wash their hands in dew,
And as the sun climbs up the sky
They hold them up and let them dry;
And then to work the whole long day;
For clove's have no time to play.

—*Helena J. Jelliffe, in Outlook Story Book.*

But few know that during the past two years the Canadian Mint at Ottawa has been producing gold coin from Canadian metal. As gold is not used to any extent for currency in Canada, the mint makes gold sovereigns for shipment to England. There is practically no profit in coining gold, and the Canadian Mint, in common with others, makes its profits from silver, which is, after all, the one kind of currency always required and most largely used.

—*Canadian Life and Resources.*

In studying the autumn flowers, lead the pupils to make comparisons between them and the spring and summer blossoms. You have the asters, the gorgeous sumach, the yellow golden rod the clematis vine, thistle, and those fluffy milkweed balls which the children so delight to gather.

Speak of their color, fragrance, and structure. Ask the pupils to describe the places in which they were found.

Sketch on the board in colors the fruits.

Ask the children to bring the different kinds and tell how each was grown, whether on bush, tree or vine. Talk about the size, color, and shape of fruit. When does it ripen? Did you ever ask them to find the flower in the apple?

Obtain and read poems on the subject. Short ones may be learned.—*Midland Schools.*

CURRENT EVENTS.

A man with an automobile has made a record of travelling more than three hundred miles in less than three hundred minutes.

A special train is to be built in England and sent to South Africa, for the use of the Duke and Duchess of Connaught in their journey through the new dominion.

Both our own government and that of the United States are sending out warnings against the dangers of the contamination of food by the common house fly, or typhoid fly, as it is now called. Not only typhoid fever, but other diseases are carried by this pest, which one of the investigators call the most dangerous animal on earth.

Just a year has passed since the American explorers startled the world with their stories of the discovery of the North Pole, and the controversy between them over their rival claims has lost interest. But that interest may be revived, for it is now announced that a forthcoming magazine article will vindicate Dr. Cook and prove his claim to be first discoverer of the Pole.

Walter Wellman, who made two unsuccessful attempts to go from Spitzbergen to the North Pole in an airship, is about attempting to fly across the Atlantic, from a point near Atlantic City, N. Y., and a French officer is arranging for a flight across the Sahara from Algiers to Timbuctoo.

J. D. A. McCurdy, the Canadian aviator, has succeeded in sending a wireless message from an aeroplane.

The discovery that the Germans are strongly fortifying Borkum, one of the Frisian islands, is renewing the fear of German invasion in England; for from this point a German fleet could reach the English coast in six hours.

Earl Grey found no ice on his trip through Hudson Bay, and an account of his journey says that summer sailing on the Mediterranean Sea of Canada was found as pleasant as it could have been on the Mediterranean of the old world.

The people of Canada, two-fifths of whom are of the Roman Catholic faith, are much interested in the Eucharistic Congress now in session in Montreal; which is the most imposing, if not the most important ecclesiastical event that has ever taken place in Canada. The citizens of Montreal, irrespective of creed, are uniting to honour the eminent men who are in attendance, the chief of whom, in rank, is Cardinal Vannutelli, the Papal Legate. It is the first gathering of this kind that has ever been held in America.

The whole telephone system of England will be taken over by the government next year, and run as a public institution, like the post office.

A recent estimate of the United States census brings the population of that country up to between eighty and ninety million people; and an estimate of the coming Canadian census gives the population of Canada as between eight and nine million people. The population of the three prairie provinces is about three times what it was in 1900.

General Baden-Powell, the originator of the Boy Scout movement, is now in Canada. The movement has proved to be of very great benefit in England in training boys to be chivalrous and gentlemanly, and it is rapidly extending its influence here and in the United States.

It is astonishing to learn that spruce of large size, suitable for sawing, is found growing on the delta of the MacKenzie

river, and that Dawson City is a beautiful place where a great deal of interest is taken in gardening.

The hearing of the Newfoundland fishery case before the Hague Tribunal is concluded, and we are waiting the decisions of the arbitrators. There are seven questions to be answered: (1) Must the fishery regulations made by Great Britain, Canada or Newfoundland be subject to the consent of the United States? (2) Have Americans, in fishing on the treaty coasts, the right to employ persons not inhabitants of the United States? (3) Can Great Britain require Americans to report at the imperial custom houses and pay lighthouse and harbour dues? (4) Can Great Britain restrict Americans in certain matters relating to shelter, repairs and supplies of wood and water? (5) What is a bay? (6) Have the Americans the same rights in Newfoundland as in Labrador? (7) Are American fishing boats entitled to the same commercial privileges on the treaty coasts as are allowed to American trading vessels generally?

On the seventeenth of August three hundred years ago, a party of colonists from England, under the leadership of John Guy, founded the first permanent settlement in Newfoundland. The colony has issued a special series of postage stamps to mark the occasion.

The Church of England in Canada is just now celebrating the two hundredth anniversary of the first Anglican church service at Annapolis Royal, which was a service of thanksgiving for the success of the British arms in what proved to be the final conquest of Acadia. The opening of the new cathedral in Halifax, one of the finest church buildings in Canada, is one of the features of the celebration.

The Orion, which was recently launched at Portsmouth, is the newest and greatest British battleship, though not so large or so swift as the new armored cruiser Lion. Each is far more powerful in its class than any other ship afloat.

The death of Florence Nightingale, at the age of ninety, recalls not only the story of her wonderful work among the wounded soldiers in the Crimean war, but also the fact that she was the founder of the whole modern system of trained nurses.

Moissant, a young and brilliant Spanish aviator, has flown across the channel from France to England; an interesting point in connection with his journey being that he steered his flying machine by compass, which had not previously been found practicable because of the strong vibrations from the motor.

A submarine telephone cable has been laid between England and France in which there are certain improvements that will make it more efficient than others now in use between the two sides of the Channel, and will greatly extend the distance through which telephonic communication is possible. Wireless telephone communication, however, is making such advances in Europe that we may expect all long distance telephone connection to be wireless before many years.

Hundreds of delegates, from many nations, attended an Esperanto congress last month in Washington, D. C. Dr. Zamenhoff, the originator of the new language, was present, and predicted a greater success for Esperanto in the near future than it had met with in the past.

Lieut. Shirase, the leader of the Japanese expedition which is about setting out for the South Pole, expects to reach there about the last of January, and to be back in Tokio by

THIRTY-FIRST ANNUAL SESSION WESTMORLAND COUNTY TEACHERS' INSTITUTE

Port Elgin, September 22nd and 23rd, 1910

FIRST SESSION, THURSDAY, 10 A. M.

ENROLMENT, ETC.

ADDRESS BY PRESIDENT A. D. Jonah, B.A.
PAPER: "History" - Miss Anderson,
Sackville.

SECOND SESSION, 2 P. M.

ADDRESS: "Physical Training"
Capt. A. H. Borden, Halifax.
PAPER: "Nature Teaching"
Miss K. McNaughton, Moncton.
TEACHING COMBINATIONS IN ADDITION
Miss Cormick, Moncton.

THIRD SESSION, 9 A. M.

Round Table Talk—Divided Institute.

French Teachers—Leader, Inspec. Hebert.
Teachers in Miscellaneous Sch'ls.—Insp. O'Blenis
Teachers in Advanced Depts.—Prin. Jonah.
Teachers in Intermediate Depts.—Leader, Miss
M. H. McBeth, Moncton.
Primary Teachers—Leader, Miss Kelley, Dor-
chester.

FOURTH SESSION

"WRITING" - J. C. Pincock, B.A., Moncton.
"HOW TO TEACH MENTAL ARITHMETIC"
Insp. O'Blenis.

PUBLIC MEETING, 7.30, THURSDAY EVENING

Address by Capt. A. H. Borden, on "Military
Training in the Public Schools."

A Special Train will leave Sackville for Port Elgin after the arrival of the Maritime from Moncton.
At I. C. R. Stations Teachers must procure first-class single fare tickets and also obtain Standard Certificates in order to return free.

the end of next July. His purpose is chiefly to get ahead of the British expedition, if possible, but Captain Scott hopes to get there before the close of the present year.

The little principality of Montenegro has become a kingdom, and its ruler, Prince Nicholas, has assumed the title of king or czar. The new king was born in 1841, and has three sons and six daughters. One of his daughters is the present Queen of Italy. His kingdom is about half the size of Wales; and, like Greece, Roumania, Bulgaria and Servia, was formerly a part of the Turkish Empire.

It is reported that the peat fuel made by a new process in Germany is far superior to the best of coal. This would be good news for Canada, if true; for there are inexhaustible supplies of peat in our bogs only waiting for a more satisfactory way of converting the substance into fuel.

Korea has been annexed to Japan. Thus the Japanese have at length achieved the purpose for which both the war with China and that with Russia were fought. This opportunity for expansion, together with that afforded by the annexation of Formosa and Saghalien, may satisfy them for the present, though there is much real fear of their trying to gain a foothold in Australia.

The rebellion in Nicaragua has finally succeeded, and the defeated president has fled from the country. It is openly admitted by the successful insurgents that their triumph is due to the help and encouragement received from the United States.

SCHOOL AND COLLEGE.

The P. E. Island Educational Association will hold its annual session at Charlottetown, September 22, 23, 24.

Mr. E. P. Morse of Weymouth, N. S., has accepted the principalship of the Londonderry schools in place of Mr. W. K. Tibert.

G. H. Harrison, A. B., of Woodstock, N. B., has been appointed principal of the grammar school at Bathurst.

The N. B. Normal School opened on the first September with the largest attendance on record—nearly 325. Of these 36 are male students.

The N. S. Normal College opens on the 23rd September.

Miss Jennie Crammond of Grade V., Harkins Academy, Newcastle, N. B., has gone to Winnipeg, and Miss Margaret J. Dunnett has taken her place.

Miss Mamie Smith, A. B., a graduate of Dalhousie College, has taken a school at Wallace, N. S.

Miss Victoria C. Wright, of the Chatham Grammar School, is teaching at Didsbury, Alberta, on a year's leave of absence. Miss Grace Henderson is filling her place.

Mr. E. C. Rice, B. A., formerly principal of the Consolidated School, Kingston, has taken charge of the Hartland, N. B., Superior School.

Mr. G. Jack Marr recently principal of the school at Canterbury Station, York Co., has been appointed principal of the Superior School at Hillsboro, N. B.

Mr. Arthur J. Harrigan of Keswick Ridge, York Co., has been appointed on the staff of the Sackville, N. B., High School.

Mr. A. W. Woodill has been appointed Supervisor of the public schools of Sydney, C. B.

Mr. R. D. McCleave has been appointed principal of the Stewiacke, N. S., schools.

Mr. Maynard Archibald has taken charge of the Great Village, N. S., schools.

Mr. O. McN. Martin, recently of Lunenburg, has been appointed principal of the County Academy, St. Peter's, C. B.

Chief Superintendent Carter met the inspectors of New Brunswick in annual conference at Moncton, August 25.

Mr. H. H. Biggar, B. A., is principal of the Superior School, Dorchester, N. B.

Kings County, N. B., Teachers' Institute meets at Sussex September 29 and 30.

Miss Louise Thompson late of Beaver Harbour, Charlotte County, is the principal of the Superior School, Petitcodiac.

Mr. Guy Patterson has been chosen principal of the Harcourt, N. B., school.

Sir William Macdonald has made a further gift of \$1200 to the Macdonald Consolidated School, Kingston, N. B. The former principal, Mr. E. C. Rice has resigned. Mr. W. R. Denham, of St. John, who has recently taught in the Grammar School at Chatham and in the Superior School at Dorchester, has been appointed to the position.

Miss Anna G. Purdy, B. A., who has done successful work in the schools of Woodstock and Milltown, N. B., has taken up her residence at Fort Steele, B. C.

The position on the staff of Mount Allison Commercial college, made vacant by the resignation of Mr. Wade, has been filled by the appointment of Mr. Emerson L. Burrill, of Brantford, Ont.

Mr. F. A. Hourihan, who has been principal of the school at Monarch, Alberta, has returned to his home in Pembroke, Carleton County. He purposes entering St. Joseph's University this month. Mr. Hourihan enjoyed his visit to the west but comes back to his native province with the feeling that he would not exchange its valleys and sunny slopes for all that the West can supply.

Mr. H. F. Perkins, Ph. B., who has been principal of the East Prince Albert Public school has been promoted to a position in the staff of the New Collegiate Institute at Prince Albert, on account of his successful work. There are four such institutes in the Province of Saskatchewan.—at Regina, Moosejaw, Saskatoon and Prince Albert. The latter is a very fine building, with an excellent equipment.

Miss Gertrude Oxley, of Parrsboro, has become the principal of the Hazel Hill school, Guysboro County, N. S.

President W. C. Murray, of the Saskatchewan University, who has been visiting friends in the east has returned to the west.

Professor Warren M. Steele, died at Salida, Col., on the 22nd of August, at the age of 36 years. He was a son of the Rev. D. A. Steele of Amherst, a graduate of Acadia and Yale Universities. He occupied the Chair of Psychology in Furman University, Greenville, South Carolina, and was also pastor of the Second Baptist Church of that city. He was a brilliant and ambitious student and a man of high character and ability.

Mr. Arthur J. Harrigan, of Keswick Ridge, N. B., has been made principal of the Salem, N. B., school with Miss Hattie Milner, of Sackville, as vice-principal.

Miss Violet Knapp, recently of the Campbellton High School, has been appointed on the staff of the Sackville High School. Other appointments to the same school are, Miss Mary E. Carter of Point de Bute, Miss Grace Avard of Sackville, and Miss Ruth Thurber of Milltown.

Mr. William R. Shanklin, B. A. of Mount Allison, has been appointed to a position on the staff of the Victoria School, Saskatoon.

Mr. D. G. Davis, B. A., recently Vice-principal of the Colchester Academy at Truro, has been promoted to the principalship of that school in succession to Mr. J. E. Bartheaux, recently appointed Inspector of Technical schools in Nova Scotia.

Mr. W. R. Shea has been appointed principal of St. Peter's boys' school, St. John, succeeding Mr. Maurice D. Coll, resigned.

Mr. W. A. Creelman, recently of the Colchester Academy, Truro, has been appointed supervising principal of the Sydney Academy.

Miss Monica McGrath, a pupil of the St. Vincent Convent, St. John led the province with a mark of 898 in the High school entrance examinations, winning the Lieut. Governor's Silver Medal for the highest standing.

Mr. J. E. Bartheaux, the efficient principal of the Colchester County Academy, has been appointed Inspector of the Technical Schools of Nova Scotia.

Principal W. K. Tibert, of the Londonderry, N. S., schools, has been appointed principal of the graded school at Bear River, to succeed Mr. Lenfest Ruggles.

The almost total destruction of the town of Campbellton with its fine school building renders the educational outlook for the coming year or two one of peculiar difficulty. At a recent conference between Chief Supt. Carter and the school trustees it was decided to build a temporary structure of four departments to be ready for the opening of the schools, or as soon as possible thereafter.

At the examinations of public school teachers, held recently in British Columbia, about one hundred candidates secured academic certificates. Nearly half of these were graduates of Nova Scotia and New Brunswick Universities.

At St. Ninian Street School, Antigonish, N. S., Miss Sadie Porter, of Alma, Pictou Co., will be the new principal; and Miss Jennie McGillivray of Westville succeeds Miss Young in the intermediate department. Miss McAmis will continue in the primary department.—Casket.

Miss M. Sherman has been appointed teacher of Grades VII and VIII of the York street school, Fredericton, in place of Miss Sadie Sterling, now Mrs. William Whitney.

At the last regular meeting of the School Board, Miss Maude Schaffner, of Truro, was appointed teacher of the Domestic Science Department.—Windsor Tribune.

Mr. William H. Parlee has again taken up the principalship of Victoria school, St. John, N. B., after an absence of two years. Mr. Samuel A. Warrell, acting principal, is back again on the teaching staff in the High School.

Rev. N. Roche, late of Assumption College, Sandwich, Ont., has been made principal of the new Basilican College, Chatham, N. B.

Albert Happel, B. A., has been appointed to the position last year occupied by Mr. Denham at the Mt. Allison Male Academy. Mr. Happel is an honor graduate of Harvard University, where he took a very brilliant course.

Miss Margaret J. Dunnett, of Whitneyville, Northumberland county, has been appointed on the staff of the Newcastle, N. B., High school, in place of Miss Jennie Crammond, who has gone to the West to engage in teaching.

Mr. Walter L. Daly, late principal of the school at Elgin, N. B., has been appointed teacher of Grade VIII in the Newcastle High school.

Professor Howard Schofield, recently of the Winnipeg High School, has been visiting friends in Nova Scotia. He was at one time vice-principal of Horton Academy and during the past year has made a tour of the world.

Mr. E. W. Robinson, B. A., late principal of Horton Academy, Wolfville, has been appointed Inspector of Schools for Kings County, N. S., in place of Mr. C. W. Roscoe, M. A., resigned.

N. B. School Calendar, 1910-11

- Oct. — Thanksgiving Day.
 Dec. 20 Examinations for Teachers' License (Class III).
 Dec. 23 Schools close for Christmas vacation.
 Jan. 9 Schools open after Christmas vacation.
 April 13 Schools close for Easter vacation
 Apl. 19 Schools open after Easter vacation.
 May 18 Loyalist Day (holiday in St. John City.)
 May 24 Victoria Day.
 May 25 Examinations for Teachers' License (French Dept.)
 May 31 Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
 June 9 Normal School Closing.
 June 13 Final Examinations for License begin.
 June 30 Schools close for the year.

OFFICIAL NOTICE

With reference to the introduction of Myers' General History into the High School Grades, teachers are notified that the Matriculation and Leaving examinations for the year 1911 will be based upon the Ancient History.

(Signed) W. S. CARTER,
 Chief Supt. of Education.


Education Office,
 Fredericton, N. B.,
 Aug 22nd, 1910.

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In Miss Leora Harmon's school in Jacksonville, N. B., a class of twelve wrote the examinations for normal school entrance. Eleven of these passed, five for first and six for second class. A good record.

Miss Eloise Steeves, formerly teacher in the Sussex, N. B., school, left recently for British Columbia, where she has accepted a position in the Vancouver schools.

Professor E. Stone Wiggins, who recently died in Ottawa at the age of 71 years, was formerly principal of the Ontario Institution for the Blind. Since 1878 he has occupied a position in the Finance Department of Canada. He published an English grammar, and his essay on comets for the Warner prize gained second place among 120 competitors.

Mr. B. S. Banks, recently of Torbrook Mines, Annapolis County, has accepted the principalship of the graded school at Lawrencetown, N. S., for the ensuing year.

Professor H. C. Henderson and Mrs. Henderson have recently returned from a two years' trip to Europe. On their way to Milwaukee, their home, they made a visit to friends in New Brunswick.

Rev. W. L. Archibald, Ph. D., has been appointed principal of Horton Academy in place of Principal Robinson, resigned.

Mr. Will Whitney, teacher of manual training in the high school at Fairhaven, Mass., was recently married to Miss Sarah Sterling, of the staff of the York street school, Fredericton. Mr. Whitney was formerly teacher in the Milltown, N. B., schools and recently graduated from Columbia College, New York.

Thirty cadets of the first class in Halifax Naval Academy will be selected by competitive examinations conducted by the Civil Service Commission in November. They must be between the ages of fourteen and sixteen. The course is two years, when they will become midshipmen for three and a half years. After the first year fifteen cadets a year will be taken into the Academy.

Miss Ella Crandall, for a number of years a successful teacher in South Africa, and Miss Ida Parker of Berwick, have been appointed to fill the vacancies in the Wolfville public schools.

J. Arthur Estey, of Fredericton, Rhodes scholar, from Acadia University, who this year finished his four years' course with honours at Oxford, has been recently appointed on the staff of the Madison University, Wisconsin, his subject being political economy.

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